

Development of Canva Animated Videos in Science and Social Lessons for IV Grade Students at Muhammadiyah Bumiayu Elementary School

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Abstract: This research is motivated by the lack of student activity and low average scores in IPAS lessons, which is 59.64. Based on the data from 28 students, 8 students scored above 70, and the rest scored below the minimum passing grade. This research aims to develop Canva-based animated video learning media to improve student activity and learning outcomes in 4th-grade IPAS lessons at SD Muhammadiyah Bumiayu. The research utilized research and development (R&D) as the research design and used the ADDIE (Analyze, Design, Develop, Implement, Evaluate) as the research method. Data collection techniques used observation, interviews, questionnaires, and documentation. The product was tested by media experts, content experts, language experts, and IPAS learning experts and was declared highly suitable for use, achieving an average percentage of 90.8%. In the response test stage, 28 students gave a very good response with an average percentage result of 92.5% for the Canva-based animated video media. Based on the research results, it can be concluded that this Canva-based animated video media is declared highly suitable for use as a learning medium.

Keywords: Animated Video, Canva, Activity, Learning Outcomes

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INTRODUCTION

Education is one of the most important aspects in building the progress of a nation. The better the quality of education implemented, the greater the opportunity for a nation to advance in various fields of life (Wedyawati, et al., 2024). The rapid technological advancements in the modern era have two sides: benefits and positive impacts when used appropriately, but also the potential for negative consequences if not managed well (Aulia & Saputro). Increasingly sophisticated technology encourages teachers to be innovative and creative, which is an added value in the learning process (Buchori & Setyawati, 2015). In an innovative learning process, attractive and creative learning media are needed to facilitate the teacher's teaching process, such as presenting Canva-based animated video learning media. Learning media plays an important role in supporting effective and enjoyable teaching and learning processes.

Media is a crucial part of shaping student activities. Learning media is one of the factors that influences the quality of learning (Bahrudin & Yogihati, 2022). Learning media is a tool used by a teacher to convey a sender's message to the recipient to attract attention, stimulate thinking, and motivate students to achieve effective learning goals (Hapsari & Mushafanah, 2024). Media is used to convey information to the message recipient with the aim of achieving the success of the teaching and learning process (Fitralova, et al., 2024). Effective learning media can have a positive impact on students' psychological development, encourage active participation, and prevent boredom (Rahmadhani & Fikroh).

One of the subjects taught in elementary school is IPAS (Natural and Social Sciences), which covers natural phenomena and the various processes that occur within them. IPAS learning provides opportunities for students to learn about themselves and their surroundings and can also offer the chance to apply their existing knowledge in daily life (Ramadhan et al., 2024). Social studies is a subject at the school level that systematically integrates and unites social science disciplines to help students achieve a more comprehensive understanding of the relationship between social science disciplines and social studies (Mariati et al., 2021). Learning with the IPAS concept means striving to provide experiences and enhance abilities (Anggita et al., 2023). The goals of social studies education can be achieved well if social studies learning is designed to encourage student activity and improve their skills (Zacky & Safitri, 2024).

Student learning activity in the learning process can be seen from several specific aspects. Learning activity can be seen from several things when: (a) Students participate in completing their learning tasks during teaching and learning activities; (b) Students are willing to be involved in problem-solving in learning activities; (c) Students are willing to ask friends or teachers if they do not understand the material or encounter difficulties; (d) Students are willing to seek information that may be needed to solve the problems they are facing; (e) Students participate in group discussions according to the teacher's instructions; (f) Students are able to assess their own abilities and the results they have achieved; (g) Students solve more problems; and (h) Students have the opportunity to use or apply what they have learned in completing tasks or solving the problems they are facing (Prasetyo & Abduh). Learning activity refers to student participation in the learning process, encompassing physical, intellectual, emotional, and mental aspects (Ardana et al., 2022).

Learning outcomes aim to assess students' progress in mastering the learning material they have studied. Learning outcomes refer to the achievements a person obtains through their activities, which then lead to changes in behavior (Kurniawan et al., 2024). Learning outcomes are the benchmark used to determine the level of knowledge possessed by students regarding what they have learned (Husna et al., 2021). Learning outcomes must be clearly defined and measurable using specific assessment techniques. Independence is a major supporting factor that plays a significant role in students' learning achievement (Harjanto et al., 2021). Optimal learning outcomes will be achieved if students actively participate in the learning process (Diana et al., 2022). Learning outcomes are used as a consideration for determining whether students need to participate in remedial programs, enrichment programs, or proceed directly to the next teaching program (Syarah & Suprpto, 2023).

Based on the observations conducted in Class IV of Muhammadiyah Elementary School in Bumiayu, several issues were found, including some students have not fully met the expected competency standards, there is a lack of student activity in learning, and the type of learning media used in learning activities rarely aligns with the lesson. This is supported by data from the End-of-Semester Summative Assessment (ASAS) for the odd semester of 4th grade at Muhammadiyah Bumiayu Elementary School. Based on the

ASAS scores for 4th-grade science and social studies (IPAS), the average ASAS score is only 59.64, while the established Learning Achievement Criteria (KKTP) score is 70.

Animated videos are created using the Canva application. With Canva, an animated video can create an effective visual product. Animated media video is a learning medium that uses moving images accompanied by complementary sounds such as video or film (Hayaturrohman et al., 2025). Animated video is an audio-visual-based medium that contains moving animated images and audio that matches the animated characters (Komara et al., 2022). Canva media can make students more focused on paying attention to lessons because of its attractive appearance and ease of understanding for students (Rahmwati & Nurafni, 2024). The advantages of animated videos are that they help teachers explain the material to be delivered to students, make students more enthusiastic about learning the material because it captures their attention, and help students understand the material provided by the teacher more easily (Pasampuri, 2024).

Canva is a graphic design application that offers a wide variety of templates or designs to create (Asnawati & Sutiah, 2023). The Canva application is a free online design tool that allows users to easily create various types of visual content (Qondias et al., 2023). The Canva application is an online design that provides various templates such as presentations, posters, pamphlets, etc (Ramadina et al., 2022). Canva offers easy access and features that support users in producing attractive designs. Canva can increase students' interest in learning activities and boost their motivation by presenting teaching materials in an engaging way (Riskyka, 2023).

With this Canva-based animated video learning media, it is hoped that student activity and learning outcomes in the IPAS subject can be improved. Students become more interested and motivated to actively participate in learning, both in discussions and answering questions, and students experience a significant improvement in their learning outcomes. Thus, students not only increase their activity during the learning process but also achieve high learning outcomes.

METHODS

This type of research is research and development (R&D) research using the ADDIE method (Analyze, Design, Develop, Implement, Evaluate). The research was conducted at SD Muhammadiyah Bumiayu, Bumiayu District, Brebes Regency, with a research

sample of 28 students. In this study, the data collection techniques used were observation, interviews, questionnaires, and documentation. In the development stage, testing was also conducted by media experts, content experts, language experts, and IPAS learning experts to determine the validity of the learning media.

RESULTS

Development and research were conducted in the 4th grade of Muhammadiyah Elementary School in Bumiayu, located in Bumiayu District, Brebes Regency. The research conducted resulted in a product in the form of animated video learning media based on Canva. This research applied the R&D research type, which aims to develop and validate a product for use in education and learning.

1. Analysis Results

Research and data collection were conducted by starting observations and interviews with fourth-grade teachers at Muhammadiyah Elementary School in Bumiayu to obtain initial information regarding existing learning obstacles. Interviews were conducted with classroom teachers about the learning process, learning media, and student activity in the learning process. Meanwhile, observations were made by directly observing during teaching and learning activities.

2. Design Results

This design stage contains the learning objectives that will serve as the basis for designing the animated video media to be created. Here are the steps taken to determine the results of the design:

- a. Formulating learning materials. The researcher selected material from Chapter 7, cultural diversity and local wisdom. The researcher also designed teaching modules to be used during product testing in IPAS learning in 4th-grade at Muhammadiyah Bumiayu Elementary School.
- b. Adapting materials to media. The media selection was based on an analysis of the curriculum implemented in the school, especially in 4th grade at Muhammadiyah Bumiayu Elementary School. The sources used in the development of the media are the Ministry of Education and Culture's 4th-grade IPAS textbook, Google references, and YouTube. The material on cultural diversity and local wisdom is

adapted as closely as possible and packaged in Canva-based animated video learning media.

- c. Media creation at the planning stage. Animated video learning media is created and adapted to the predetermined learning material, which is IPAS Chapter 7, cultural diversity and local wisdom. The animated video is packaged in an engaging format and uses the Canva application for its creation and content arrangement.

3. Development Results

The researcher created learning videos tailored to the assessment characteristics of elementary school, using the Canva application as a medium for the learning material concepts. The aspects developed in the learning video include:

a. Product Creation

- 1) Opening: the initial display or cover of the video, which serves to attract students' attention. The initial display design is adapted to several templates provided in the Canva application.
- 2) Learning objectives: the learning objectives video display contains the IPAS material that will be studied. The display design is created using animations and text available in the Canva application.
- 3) Content: the content displayed in this learning video is developed based on the established indicators, including IPAS Chapter 7 material on Cultural Diversity and Local Wisdom. The display design is created using animations and text available in the Canva application.
- 4) Conclusion: the closing screen of the IPAS learning video uses templates, running text, and animations found in Canva.

b. Feasibility Test Results

The expert validation stage was conducted in May 2025, where the Canva-based animated video learning media that had been created was then validated. This validation stage aimed to determine the feasibility and obtain additional suggestions regarding the developed media through questionnaires.

1) Media Expert Validation

At the media expert validation stage, it has been assessed or validated by experts. The first media expert validator is AME01, a lecturer in information technology, and the second media expert validator is AME02, also a lecturer in information technology.

Table 1. Results of Media Validator Analysis

Validator	Number of Answers Score	Maximum Score	Presentase	Criteria
Validator 1	58	60	96,6%	Very Valid
Validator 2	59	60	98,3%	Very Valid
Amount	117	120	97,5%	Very Valid

2) Content Expert Validation

At the content expert validation stage, it has been assessed or validated by experts. The first content expert validator is AMA01, an IPAS lecturer, and the second content expert validator is AMA02, also an IPAS lecturer.

Table 2. Results of Material Validator Analysis

Validator	Number of Answers Score	Maximum Score	Presentase	Criteria
Validator 1	57	60	95%	Very Valid
Validator 2	43	60	71,6%	Valid
Amount	100	120	83,3%	Very Valid

3) Language Expert Validation

At the language expert validation stage, it has been assessed or validated by experts. The first language expert validator is AB01, a lecturer in Indonesian language education, and the second language expert validator is AB02, also a lecturer in Indonesian language education.

Table 3. Results of the Language Validator Analysis

Validator	Number of Answers Score	Maximum Score	Presentase	Criteria
Validator 1	53	60	88,3%	Very Valid
Validator 2	58	60	96,6%	Very Valid
Amount	111	120	92,5%	Very Valid

4) Validation by IPAS Learning Experts

At the learning expert validation stage, the IPAS learning materials have been assessed or validated by experts. The validator for the IPAS learning expert is APS, the 4th-grade teacher at SD Muhammadiyah Bumiayu.

Table 4. Results of the IPAS Learning Validator Analysis

Validator	Number of Answers Score	Maximum Score	Presentase	Criteria
Validator	54	60	90%	Very Valid
Amount	54	60	90%	Very Valid

4. Implementation Results

The implementation stage involves testing the animated video learning media product in science and social studies Chapter 7, cultural diversity and local wisdom, in grade 4th at Muhammadiyah Bumiayu Elementary School. With the media having already been validated by subject matter experts, media experts, language experts, and IPAS learning experts, the media is declared suitable and ready for testing. This research was conducted several times face-to-face. At the beginning of the meeting, the researcher observed the IPAS learning process, which at that time was taught by the fourth-grade teacher. Second, the researcher tested the animated video product on the IPAS subject in the classroom thru two trials with different scales: a small-scale trial and a large-scale trial.

5. Evaluation Results

The first day's media application in the process of evaluating the completion of student worksheets (LKPD) went smoothly. Nevertheless, there are still some challenges faced, one of which is the difficulty in managing students, resulting in a less conducive classroom atmosphere. However, with proper adjustments and management, the learning process can still be effective.

The application of media on the second day in the process of evaluating the completion of the LKPD (Student Worksheet) went smoothly and showed improvement compared to the previous day. Nevertheless, there is still one student who is difficult to manage and tends to disrupt the classroom atmosphere, thus affecting the level of conduciveness. However, with a more focused classroom management strategy and special attention to the students, the learning process can still run effectively.

The application of media on the third day during the evaluation process of student worksheets (LKPD) went very smoothly and effectively. No obstacles arose during the learning process, allowing the evaluation to proceed as planned. Students showed high enthusiasm and active participation in completing the LKPD, and the researcher was able to monitor learning progress more accurately.

After implementing the learning media by providing Canva-based animated video learning media, the researcher was able to determine the increase in activity and learning outcomes in IPAS learning on the topic of Cultural Diversity and Local Wisdom. Furthermore, the learning media was also declared suitable by media expert validators, material experts, language experts, and IPAS learning experts.

a. Practicality Test Results

The results of the practicality test are seen from the results of the instrument used, which is a student response questionnaire.

Table 5. Results of the Student Response Questionnaire

Assessment	Amount Skor	Maximum Score	Presentase	Criteria
Aspek keseluruhan	1.555	1.680	92,5%	Very Practical
Amount	1.555	1.680	92,5%	Very Practical

Based on the table above, it shows that the results of the questionnaire on student responses to the Canva-based animated video learning media administered to 28 students yielded a result of 92.5%, so it can be said that the media used is “very practical.”

b. Effectiveness Test Results

The effectiveness of the media was measured by the improvement in students' pre-test and post-test learning outcomes. The normality test used is the Shapiro-Wilk test, which is performed to determine whether the data is normally distributed or not.

Table 6. Normality Test Results

	Kolmogorov-Smirnov			Shapiro-Wilk			Description
	Statistic	df	Sig.	Statistic	df	Sig.	
Pre-test	.140	28	.173	.927	28	.053	Normal
Post-test	.118	28	.200	.956	28	.279	Normal

Based on the results of the normality test conducted, the Sig. Pre-test value obtained was $0.053 > 0.05$, while the Sig. Post-test value was $0.279 > 0.05$. Therefore, the results of the Shapiro-Wilk normality test indicate that the pre-test and post-test scores of the students are normally distributed because they have a value.

CONCLUSION

Based on the results of the research conducted by the researcher on the development of Canva-based animated video learning media for cultural diversity and local wisdom material in grade 4th of Elementary School, specifically at SD Muhammadiyah Bumiayu. The research was conducted using the ADDIE method, which involves five stages: Analysis, Design, Development, Implementation, and Evaluation. The animated media video developed by the researchers can be concluded to be highly valid, highly practical, and highly effective.

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